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ABSTRACT

Teaching multiform foreign languages in a multicultural "United Europe" cannot distinguish between instruction of culture and instruction of speech. The terms interculture and intercultural are used to refer to European culture instead of a particular national culture. This paper asks the following fundamental questions: (1) "What objects of study should be included in foreign language intercultural instruction which modern educational technology is called to support?"; (2) "Which research reports or educational productions are suitable for comparative studies in the classroom and could be implemented through a collaboration of various agencies from different European countries?"; (3) "Which production of comparative studies could be realized through collective processes among different classes of foreign languages students in different European countries?"; (4) "What kind of new educational support material would be required to implement interculture in conjunction with traditional material?"; and (5) "Which networks of modern technology best transmit and instruct European interculture?" Discussion includes databases, interactive video, electronic mail, the role of mass media, the European educational satellite Olympus, and educational radio-television stations. (AEF)

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THE ROLE OF EDUCATIONAL TECHNOLOGY

by

Penelope Calliabetso

This paper deals with certain fundamental questions which I will try to answer briefly.

In a United Europe, the teaching of multiform foreign languages in a multicultural United Europe can not distinguish between instruction of culture and instruction of speech, which is the most authentic form of its expression as well as the best vehicle of study research, contact, and proximity.

According to anthropologists, culture includes the total expression of a people's ways of living, its social hermitage transmitted to individuals through the process of socialization, and kinds of behavior, habits, and characteristics which compose the uniqueness of specific people.

In this paper, the terms *interculture* and *intercultural* are used to refer to the group of European culture instead of a particular national culture.

By the term *intercultural approach* in foreign language instruction I simply mean the comparative study of cultural elements between native language and one or more foreign languages.

1. What objects of study (groups, issues, etc.) should be included in foreign language intercultural instruction which modern Educational Technology is called to support?

The variety of available programs can become a trap for researchers throughout Europe: I believe that we should set a list of priorities on issues which may become educational objectives in European countries. Issues related to socialization, which are suitable for comparative studies, should be given a higher priority. As an example, consider:

ways of living, habits, everyday life, tradition, etc.

2. Which research reports or educational productions are suitable for comparative studies in the classroom and could be implemented through a collaboration of various agencies from different European countries?

Consider, for instance, foreign languages departments of universities, pedagogical institutes, technological institutes, educational radio-television, and others.

As further examples, I mention:

- Electronic banks of intercultural elements that serve the needs of foreign languages instructors.
- Production of intercultural *dossiers* with printed and audiovisual material focussed on issues such as: the working mother in Greece, France, England, etc.
- Movie adaptations of literary texts.
- Audio-visual expositions designed to encourage contact with different countries.

3. Which production of comparative studies could be realized through collective processes among different classes of foreign languages students in different European countries?

- Studies and research conducted by groups of students from three or more countries of basic stereotypes which often disorientate students from

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cultural reality. Videotapes are quite suitable for production and educational processing of such data.

- Round-table television and radio programs which include foreign students and focus on a variety of issues, such as: How do you feel about foreign words borrowed by your native language? Are they elements of threat or enrichment?
- Various publications and journals which could be issued by *fraternity classes* in different European countries.
- And, finally, newspapers issued by students with a European outlook under such titles as *Europe is Yours*, *Good Morning Youth of Europe*, etc.

4. What kind of new educational support material would be required to implement intercultural in conjunction with traditional books: Books on civilization, various elements incorporated in text books, etc. We could indicate, for instance, the following:

- Linguistic and social behavior grammar accompanied by videotapes and audiotapes. For example: What wishes are exchanged in Greece, England, and Italy on the occasion of a birthday celebration.
- Video dictionaries on cultural concepts of basic, everyday vocabularies of foreign languages.
- European intercultural video collections: *Present Yourself, in all European Languages*, *Say it, in all Mediterranean Languages*, *Greet, in all European Languages*, etc.

5. Which networks of modern technology best transmit and instruct European intercultural?

Computers

As it is known, there exist data bases allowing students to become acquainted with other countries and peoples. These data bases are usually accompanied by material bases that can be used in educational activities promoting judgmental analysis and data processing.

Such activities include games, questionnaires, etc. Let me mention, here, some productions: *Countries of the World*, *European History Series*, *Revolutions*, *Correct Behavior*, *The French Way*.

Peripheral Audiovisual Means

They include a relatively new type of educational technology that offers new prospects to language and culture instruction. I am referring to Video Interactive. This is an electronic system combining videodisc, computer, and a new type of memory.

Video interactive application in schools of different European countries has greatly contributed to the students familiarization with foreign cultures. In many countries, students themselves have started producing videodiscs to assist in foreign language and culture instruction. An example of this is Videodisque Siville, a production by British students who are learning French through a lecture on *French Commerce*.

An Electronic mail or telematics, is another peripheral audiovisual network that secures authentic intercultural communication between classes of different countries.

Electronic mail has existed for several years in many countries. For example, British and German networks are connected to *DIALCOM*, an international electronic mail network. In addition, the

French network *MINITEL* has extended its communication network into schools in Great Britain and France. As it is known, the authenticity of the message always stimulates students' interest, enhances imagination, activates productivity, and promotes dreams for the exploration of new situations.

The European Council promotes the introduction of Educational Technology in the teaching of foreign languages and culture. It further encourages and supports co-production of multimedia programs to assist instruction of European languages. Such programs are positive steps towards the direction of mutual understanding and respect of the European and national cultural mosaics.

The Important Role of Mass Media

The continuous technological changes in mass media have brought continuous renewal in the pedagogical and methodological approaches to language and culture instruction. Knowledge storage devices, like tape recorders and especially magnetoscopes, allow for a real revolution in the area of language and culture instruction. Magnetoscopes allow image freezing, selective storage of educational material (instead of just the projection of images), and is further capable of replacing us when and where we want it (at home, school, etc.), through simple programming.

The *robotization*--if you allow me to use this expression--enables instructors and students to use television material according to their educational objectives and needs. They can choose between live transmission and transmission of stored materials. An instructor alone or with his students can now choose multiform authentic educational material by using not only the traditional foreign languages book but television as well. In this context, television plays a double role: It is a transmitter and a producer of educational material.

At this point I would like to add that

this *passepartout* educational material overcomes the differences between a student in Athens and one on a small forgotten island, and promotes free access (democratization) of knowledge.

In several European countries, mass media follow a production track which will quickly lead to the establishment of a second, parallel school of foreign languages and cultures. At this point I will refer to certain specific television stations which have already taken such initiatives: The first international French television station, *TV5 Europe*, broadcasts programs in 23 countries. A large number of these programs, which are being used to instruct french language and culture in various countries, are particularly addressed to youth.

The French television station FR3 broadcasts *Eurojournal* every morning (8:00 am to 9:00 am) and consists of 15 minute programs in English, German, Spanish, and Italian. Subtitles are used, and students can review the text of the program in their *MINITEL* screen via network *EURIDICO*. Teachers use such broadcasts to teach foreign languages or comparative cultural studies, depending on the program content.

Television station *SEPT* broadcasts multilingual European programs which are European co-productions. Finally, there are a British and a German television station offering such services.

Based on these still growing initiatives we could expect seeing in the near future a multilingual and intercultural trend which might create a new relationship among school and television. Why not? There is one issue I am personally in favor of: Mass Media and travel throughout Europe without boundaries will create new opportunities in foreign language learning.

Educational Satellite Olympus

Olympus is the first European educational satellite of long-distance

multilingual education. It started operating experimentally in 1989.

All countries participating in this project broadcast their educational and cultural programs. Therefore, the risk of monolingual and cultural monologue in Europe can be avoided.

Within the framework of the European educational policy, the idea and application of long-distance educational programs will be a must from now on for every developed country.

In audio-visual European landscape, where national television stations in certain countries broadcast quite a few educational programs, it is reasonable to conclude that the future of Educational Television belongs to educational satellite television.

Educational Radio-Television

Educational radio-television stations in several European countries broadcast foreign language lessons either locally or nationally.

The variety of types of technology as I have tried to briefly describe above, through speech and image authenticity can promote national and European objectives

of intercultural communication within the classroom and various European classes.

The road to European intercultural is exciting but long, and difficult. It is this road our youth will walk through. Our great responsibility and duty is to create the appropriate conditions which will allow them to live together in a peaceful Europe and in an environment of continuous intercultural dialogue.

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